

SEC SYLLABUS (2015)

EUROPEAN STUDIES

SEC 31

SYLLABUS

European Studies SEC 31 Syllabus	(Not available in September) Paper I: 2 hours + Paper II: 2hrs + Coursework
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Aims**European Studies aim**

- to offer students the opportunity to improve their knowledge of Europe in the light of the broad spectrum of cultures.
- to reflect on the different perspectives on several issues arising from this cultural diversity.
- to view Europe within a wider international and global perspective with particular reference to the Euro-Mediterranean dimension.
- to develop attitudes and values of acceptance towards intercultural understanding.
- to familiarise students with Europe's particular contribution to human rights and citizenship.

These can be achieved through a study of Europe,

- As a geographical expression stretching west to east from the Atlantic Ocean to the Urals and north to south from the Norwegian and White Sea towards the Mediterranean shoreline and adjacent islands
- as a cultural expression interactive with all other continents with the exchange of multitudes of different cultural aspects.

Assessment Objectives

The examination will assess a candidate's ability to:

- recall, select and organise information relevant to the syllabus
- understand and interpret information relating to European issues
(as listed in the Subject content)
- analyse and evaluate information relating to European issues
(as listed in the Subject content)

Scheme of Assessment

The examination will consist of two papers of two hours' duration each and an assessment of coursework.

Questions will be set in English but candidates may answer in either Maltese or English.

Paper I (45% of the global mark). The objective of this paper is to ensure that candidates have a basic understanding of the whole field covered in the syllabus. It is to be taken by ALL candidates. This paper will cover all five areas of the syllabus and candidates are expected to answer all questions in any three of the five sections. Candidates will be asked to explain briefly the various topics, with reference, where possible, to actual and particular examples.

Paper II (40% of the global mark). There will be two versions of this paper: Paper IIA and Paper IIB.

Candidates are required to indicate on the registration form which Paper they wish to sit for. No change in the choice of paper will be allowed after the registration period.

Paper IIA: The paper will consist of five sections, each corresponding to the different sections of the syllabus. In each section there will be two questions and candidates are to choose four questions from at least three different sections. In their answers candidates are expected to discuss topics and show a deep understanding of the issues and processes related to the topics.

Paper IIB: This paper will consist of five sections, each corresponding to the different sections of the Syllabus. In each section there will be two questions and candidates are to choose four questions from at least three different sections. Answers for these questions are expected to be of a descriptive nature.

Coursework (15% of the global mark): The coursework will consist of a project run on a thematic approach. Every project has to be related to one of the five main areas of study in the syllabus. This will be worked out either in groups or individually. All projects will be assessed by the schools. In the case of groups, the candidates will be assessed individually by basing the school assessment on the quality of each individual input within the development process of the project. The project should include a variety of techniques such as: visits, exchanges, interviews, questionnaires, case-studies, surveys, research work,

reports or original productions on videos or other electronic means. The utilisation of e-mail and Internet communications are highly encouraged.

The final report is to be presented by each candidate or by a representative in the case of a group. This final report should summarise all the findings, conclusions and any recommendations or suggestions. . If based on the written, the length of the report should be around 1500 words but, in the case of electronic means of production, the visual, audio or audiovisual presentation should be of around 10 minutes duration. A mixture of all these means should strike a balance on these guidelines. However, the candidates should be aware that the length of the project does not necessarily reflect the standard of the work.

All material produced needs to be made available or accessible in conjunction with the presentation of the final report for moderation by the Markers' Panel. The school assessments should reach the MATSEC Examination Board as directed by the Matsec Support Unit.

Private candidates are required to submit their report to the Matsec Examination Board for assessment by the Markers' Panel as indicated by the Matsec Support Unit. Even in their case, all material produced needs to be made available or accessible in conjunction with the presentation of the final report for moderation by the Markers' Panel.

Candidates who studied the subject at school and are re-sitting the subject may carry forward the coursework mark from the previous session.

Candidates who have never studied the subject at school but have covered the coursework privately will be expected to present their coursework to the Matsec Board by the date determined by the Board. Candidates may be asked to attend for an oral examination about their project.

Guidelines for the development of the Project

The development of the project does not need to follow a standard format but the candidates are reminded of the need of clarity of expression, logical sequence and a systematic approach. A suitable format would include the following:

- the title and the aim of the project
- an introductory note to indicate participants and contact expert persons and/or groups
- an account of the investigation including the methods of research and collection of data
- the analysis of the data
- the presentation of the conclusions or results
- a reference list of books and other documents

Results

Candidates sitting for Paper I and Paper IIA may qualify for a grade within the range 1 to 5 (i.e. 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

Candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

Grade 1 corresponds to the following level of attainment

A Knowledge and Understanding of European and Euro-Mediterranean issues within a global perspective

The candidate has been able to
present a substantial amount of detailed and relevant information.
demonstrate considerable depth of understanding of the topics selected.
bring forward a balanced view of the main arguments on the issues

B Analysis and Evaluation of the same issues within this context

The candidate has been able to
bring forward a consistent number of deductions on most of the topics tackled.
make very good comments on the different perspectives on most of the issues.
analyse and interpret well causes and effects of human interactivity.

Grade 5 corresponds to the following level of attainment

A Knowledge and Understanding of European and Euro-Mediterranean issues within a global perspective

The candidate has been able to
present some factual information sufficiently linked with the topic.
demonstrate a good understanding of the topics selected.
make a good attempt to bring forward a balanced view of some arguments on the issues.

B Analysis and Evaluation of the same issues within this context

The candidate has been able to
make some good comments on the different perspectives on some of the issues.
make some deductions on most of the topics tackled.
analyse some causes and results of human interactivity related to the issues.

Grade 7 corresponds to the following levels of attainment

A Knowledge and Understanding of European and Euro-Mediterranean issues within a global perspective

The candidate has been able to
present some relevant information about the topics.
demonstrate a simple understanding of these topics

B Analysis and Evaluation of the same issues within this context

The candidate has been able to
make some comments on the different perspectives on some of the issues.
make some deductions on some of the topics tackled
attempt to analyse some causes of human interactivity related to the issues.

The Syllabus

I Power and People

(a) Law and Government Candidates should be able to:

- demonstrate knowledge of political processes in a democracy.
- identify different ways in which democracy may be practised.
- understand the principles of subsidiarity and decentralisation.

(b) Human Rights Candidates should be able to:

- demonstrate basic knowledge of the European Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe of 1950 with particular reference to the these important rights: *child labour, minority rights, equality of opportunities, right to life, free education, right to work.*
- have basic knowledge of the European Social Charter of the Council of Europe of 1961 and focus on the Workers' Rights.
- show basic knowledge on the role of the European Court of Human Rights.

(c) European Citizenship and Democracy Candidates should be able to:

- define civil, social and political rights as practiced in Europe.

- identify the major rights and duties of European citizenship in a world perspective: freedom of movement, capital and services.
- identify implications of civil, social and political rights of citizens.

(d) The Rise and Evolution of the Welfare State Candidates should be able to:

- demonstrate an understanding of the means of measuring wealth and poverty by means of the following concepts: GDP, per capita income, level of education, literacy skills, employment by sector.
- know basic differences in standards of living among European nations, and their various regions.
- understand the current problems of sustainability in the welfare state.

(e) Conflicts and Peace-Making Processes Candidates should be able to:

- know the meaning of terminology associated with structural violence: *poverty, racism, xenophobia, sexism, human rights violations*, religious intolerance.
- identify and explain causes and effects of regional conflicts in Northern Ireland, the Basque Region in Spain and Cyprus.
- discuss non-violent peace-making processes: *mediation, negotiation, compromise, dialogue*.

(f) European Institutions Candidates should be able to:

- demonstrate basic knowledge of the major EU institutions: Council of Ministers, European Parliament and the European Commission.
- understand the development, structure and role of the Council of Europe.
- demonstrate understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU).
- demonstrate and understanding of the development and role of the OSCE.

II Economic Development and Changes in Europe

(a) Interdependence of Economic Sectors Candidates should be able to:

- identify types and meaning of the three main sectors of production: primary, secondary and tertiary.
- identify the three sectors of production according to different regions across Europe.
- understand the application of three main sectors of production in Europe in the following case studies: forestry in Scandinavia for the primary sector; manufacturing in the Ruhr for the secondary sector; the leisure industry for the tertiary sector.
- demonstrate understanding of the advantages and disadvantages of the CAP on the European farming industry.

(b) Trade and Commerce Candidates should be able to:

- identify the main internal and external trading partners of Europe.
- understand the significance of the trade gap between Europe and developing countries.
- understand the importance of transnational companies.
- understand how transnational companies operate through a local case study from the leisure industry and another from the microelectronics sector.

(c) Communications Candidates should be able to:

- identify the relative advantages and disadvantages of passenger/freight transport routes by land, sea and air: canals, rivers, motorways, roads, rail, underground rail and air.
- understand how these encourage economic activity in Europe.
- demonstrate basic knowledge on the development, workings, advantages and disadvantages of the Trans-European Networks (TENs).
- identify the site and understand the basic working organisation through a case study of one European commercial seaport (Rotterdam *Europoort*) and one European commercial airport (Heathrow, UK).

(d) Economic Blocs and Institutions Candidates should be able to:

- understand the meaning of terminology associated with trade and commerce, namely *free trade, protectionism, custom barriers, tariffs, quotas, cartels, fair-trading*.
- identify and understand the development and the role of the major European economic blocs and institutions, namely: EC, EEA, EFTA and Euro-Mediterranean Partnership.
- identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention.
- understand the different models of trade between the EU and third countries.
- demonstrate an understanding of the effects of globalisation on the European economy.

(e) Electronic Commerce Candidates should be able to:

- understand the fast growing importance of e-commerce in world trading.
- identify the advantages and disadvantages of e-commerce.
- understand the impact of e-commerce on traditional trading (*e.g.* retail outlets).

III Demographic and Social Realities

(a) Population Candidates should be able to:

- identify the meaning of terminology associated with population studies: birth rate, death rate, infant mortality, life expectancy, dependency ratio.
- identify the various migration patterns (internal and external) towards and across Europe.
- understand the push and pull factors that bring about such population movements.
- identify the major destinations of immigrants in Europe.
- understand the pattern and density of population in various European regions, especially areas with low and high density.
- identify the factors that caused a decline in the population of Europe in past times and in the present.
- understand the implications of a longer life span and its effects on the lives of Europeans.

(b) Migratory Effects and Ethnic Diversity Candidates should be able to:

- define terminology associated with migration and ethnicity: multiculturalism, ethnic minorities, racial prejudice, xenophobia, mainstream culture, sub-cultures.
- demonstrate awareness of the ethnic, linguistic and religious groupings within Europe and understand the way in which political boundaries cut across such groupings.
- understand the new challenges of a multicultural society.
- identify and understand some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany and North Africans into France, Indians and Pakistanis in the UK.

(c) Tourism Candidates should be able to:

- identify major tourist destinations in Europe.
- describe the attractions of tourist destinations in Europe according to site, season, culture, nature, sports, leisure facilities.
- understand the economic, social and cultural impact of tourism in Europe through the following case studies: *Costa del Sol* in Spain and *Chamonix* in France.

(d) Industrialisation and Urbanisation Candidates should be able to:

- identify the main causes and results of the Industrial Revolution in Europe.
- identify the effects which industry had on the urbanisation process in Europe.
- analyse the effects of urbanisation on the social conditions of the masses, namely: poverty, sanitation, family structure, housing, political aspirations and urban depopulation in recent years.

(e) Employment Candidates should be able to:

- define and show understanding of some of the terminology associated with the employment sector, namely: *working conditions, salaries and wages, freedom of association, collective bargaining, worker participation, safety at work, work opportunities in an inclusive society*.
- identify the challenges a country faces in the light of the changing patterns of employment.
- understand how various European countries are facing unemployment and how they are trying to reduce it.

IV Europeans and their Environment

(a) Landscape Candidates should be able to:

- demonstrate basic knowledge of the characteristics of Europe's natural boundaries, its major physical and political boundaries.
- identify the oceans, seas and major rivers touching or bordering the European continent.
- identify the main mountain chains and plains across Europe.
- identify the main islands in Europe.

(b) Climate Candidates should be able to:

- identify the different types of climates and their characteristics across Europe.
- demonstrate an understanding of the effects of climate and physical features on farming, communications, industry and wealth.
- understand some of the problems of water supply in the Mediterranean region.
- analyse water supply, water shortages and solutions by means of case studies in Spain and Malta.

(c) Protection of the Environment Candidates should be able to:

- identify and understand the sources of pollution in air, land and water.
- identify and explain the preventive measures to lessen their impact.
- understand the causes, effects and possible solutions of acid rain across Europe.
- demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.
- demonstrate some awareness of the possible environmental damage and solutions through the following case studies: the Mediterranean Sea and the Blue Plan, *Camargue* in France as a disappearing wetland, oil-spill threats to Mediterranean coasts, Lapland as Europe's last wilderness.

(d) Sustainable Development Candidates should be able to:

- understand the problems facing European inner cities.
- identify and evaluate possible solutions using changes in land use in London's Docklands as a case study.
- understand the causes and effects of water pollution by means of a case study: the River Rhine.
- identify and understand the conflicts of interest inherent between conservation and development in Europe, especially in the Mediterranean regions (special reference to be given to the *Camargue*).

(e) Healthy Lifestyle Candidates should be able to:

- understand the current situation of health standards in Europe: levels of hygiene, disease prevention, prevalent diseases, major death causes, care and cure, medical services, life expectancy.
- identify the importance of a healthy diet for a better quality of life.
- identify the features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.
- understand the positive effects of physical exercise and sports in the European context.

V The Cultural Heritage

(a) Aspects of National Identity/Diversity and the European Idea Candidates should be able to:

- identify and understand the various factors which shape national identity: *natural frontiers, historic borders, language, religion, myths, historic memories, culture.*
- understand the relationship between national identity and European identity.
- understand how conflicts are brought about due to nationalism using the Basque Region in Spain and Cyprus as case studies.

(b) Cultural Heritage and Experience Candidates should be able to:

- identify and understand the effects of significant historical developments in Europe: The Renaissance; the Reformation; the Industrial Revolution; colonialism; the Two World Wars.
- understand the common European cultural heritage in Europe using through these themes:
 - Architecture in Classical Europe: The Parthenon and the Colosseum
 - Literature and Drama in Medieval Europe: Dante Alighieri
 - Painting in Early Modern Europe: Baroque Painting by Caravaggio
 - Music in Contemporary Europe: Pop (The Beatles); Rock (Led Zeppelin)
- identify the boundaries of the major European linguistic groups and their common Indo-European base.
- understand the widespread effects of the following inventions and innovations on the development of European civilization: printing, gunpowder and steam-power.
- identify Islamic influences on Europe in the Mathematics, medicine, architecture, literature and language.
- identify North American influences on contemporary Europe in media, fast-food chains, fashion and leisure.

(c) Development of Modern Democracy Candidates should be able to:

- appreciate the importance of the Enlightenment, the French Revolution and universal suffrage in the development of modern democracy in Europe.
- understand the main distinctive features of liberalism, fascism, socialism and communism in European political thought.
- identify and understand the effects of globalisation of the media on Europe: *e.g. the effects of newspapers, television, radio, the Internet service.*

Coursework

Project List given by way of example:

I Power and People

- Setting up democratic structures in a school
- Setting up a debating society dealing with European issues
- Exhibitions with a European theme
- Case Study on conflict resolution techniques
- Human rights - studying an actual case presently before the European Court of Human Courts.

II Economic development and changes in Europe

- Scoops - E-Commerce
- Creating virtual firms - networking, trading
- Advertising- fact and opinion
- Media - developing a school newspaper
- Media - Producing videos across the area of study

III Demography and Social Realities

- The Village core - links with villages / towns in Sicily
- Research on population movement to newer towns
- Contacts with countries involved in tourism
- Inquiry on the socio-economic status of incoming tourists
- Inquiry on tourism and its impact on cultural identity

IV Europeans and their environment

- Adopting a monument - proposing conservation mechanisms – links with other schools
- European network of health promoting schools
- Eco schools - Environmental policy for the school
 - Environmental code of behaviour
 - Policy on waste management - re-use
 - Fauna and flora in the school grounds
 - School's tuck-shop policy
 - School Grounds Day
- Theatre in education --- an environmental issue
- The Expressive Arts --- an environmental issue
- European projects --- celebrating diversity
- The Sea around us

V The Cultural Heritage

- European and world influences in eating habits
- Inventions and technology - Leonardo re-visited
- Mdina and Valletta as fortified cities
- Language influences (Italian, English, Arabic)
- Comparative Studies of elements of Traditions
- Young people's lifestyles (clothes, music and travel)
- Video or film production linked with another European school
- Advertisement in different European countries - techniques, values and codes